



General Capabilities in the Woodcroft Curriculum:

AIM@TheArts

The general capabilities play a significant role in the Woodcroft Curriculum in equipping our pupils to live and work successfully in the twenty-first century.

We believe capability encompasses knowledge, skills, behaviours and dispositions. Pupils develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.



Through AIM@TheArts, general capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to pupil learning via the content elaborations. Icons are used to indicate where general capabilities have been identified in learning area content descriptions and elaborations.



English

Through AIM@TheArts pupils use English skills to develop, apply and communicate their knowledge and skills as artists and as audiences. Through making and responding, pupils enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret and evaluate their own and others' artworks.

Each Arts subject requires pupils to learn and use specific terminology of increasing complexity as they move through the curriculum. Pupils understand that the terminologies of The Arts vary according to context and they develop their ability to use language dynamically and flexibly.

Mathematics

Through AIM@TheArts, pupils select and use relevant mathematical knowledge and skills to plan, design, make, interpret, analyse and evaluate artworks. Across The Arts subjects, pupils recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D shapes and 3D objects; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles. Pupils work with a range of numerical concepts to organise, analyse and create representations of data relevant to their own or others' artworks, such as diagrams, charts, tables, graphs and motion capture.

Digital Learning

Through AIM@TheArts, digital and computing capability enables pupils to engage with digital and virtual technologies when making and responding to artworks. Pupils can, for example, use interactive multimedia platforms, communication and editing software, and virtual tools and environments, to design, create and share their artworks. Pupils learn to apply social and ethical protocols and practices in a digital environment, particularly in relation to the appropriate acknowledgment of intellectual property and the safeguarding of personal security when using ICT. They use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information, and communicate with a variety of audiences, including through the school's VLE 'The Treehouse.'

Critical and Creative Thinking

In AIM@TheArts critical and creative thinking is integral to making and responding to artworks. In creating artworks, pupils draw on their curiosity, imagination and thinking skills to pose questions and explore ideas, spaces, materials and technologies. They consider possibilities and make choices that assist them to take risks and express their ideas, concepts, thoughts and feelings creatively. They consider and analyse the motivations, intentions and possible influencing factors and biases that may be



evident in artworks they make to which they respond. They offer and receive effective feedback about past and present artworks and performances, and communicate and share their thinking, visualisation and innovations to a variety of audiences.

PSHE

Through AIM@TheArts, pupils identify and assess personal strengths, interests and challenges. As art makers, performers and audience, pupils develop and apply personal skills and dispositions such as self-discipline, goal setting and working independently, and show initiative, confidence, resilience and adaptability. They also learn to empathise with the emotions, needs and situations of others, to appreciate diverse perspectives, and to understand and negotiate different types of relationships. When working with others, pupils develop and practise social skills that assist them to communicate effectively, work collaboratively, make considered group decisions and show leadership.

SMSC

Through AIM@TheArts, pupils develop and apply ethical understanding when they encounter or create artworks that require ethical consideration, such as work that is controversial, involves a moral dilemma or presents a biased point of view. They explore how ethical principles affect the behaviour and judgement of artists involved in issues and events. Pupils apply the skills of reasoning, empathy and imagination, and consider and make judgements about actions and motives. They speculate on how life experiences affect and influence people's decision-making and whether various positions held are reasonable.

Pupils develop their understanding of values and ethical principles when interpreting and evaluating artworks and their meaning. They consider the intellectual and moral rights of others, and learn to respect British Values through the study of the arts.

Intercultural understanding

In AIM@TheArts, intercultural understanding enables pupils to explore the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. Pupils develop and act with intercultural understanding in making artworks that explore their own cultural identities and those of others, interpreting and comparing their experiences and worlds, and seeking to represent increasingly complex relationships.

Pupils are encouraged to demonstrate empathy for others and open-mindedness to perspectives that differ from their own and to appreciate the diversity of cultures and contexts in which artists and audiences live. Through engaging with artworks from diverse cultural sources, pupils are challenged to consider accepted roles, images, objects, sounds, beliefs and practices in new ways.